

# IN PRACTICE

The Clinical Law Program at the University of Maryland School of Law

Vol. 8, No. 2

Spring 2008



## The Carnegie Report and Clinical Education at the University of Maryland School of Law

*By Brenda Bratton Blom, Director, Clinical Law Program*

The recent publication of the Carnegie Foundation's review of legal education has all of us stopping to think about both what we do right, and where we might do better. The signature pedagogy of legal education is the Socratic Method. It accomplishes some forms of training for the profession, and certainly should remain as one of the ways in which we engage new legal minds with legal analysis. But one of the report's most important recommendations is that legal educators should adopt the clinical teaching model in a more robust manner.

For the University of Maryland, this is one of the things we can confidently say we focus resources on and try to "do right."

But for the faculty, the "doing right" isn't rooted in requiring or adopting a clinical pedagogy. It is about justice. In 1988, the faculty adopted a graduation requirement, now known as the Cardin Requirement. This requirement is the University of Maryland School of Law's most concrete expression of its commitment to the pursuit of justice. Each

full-time student is required to provide legal service to the poor, those without access to justice, or the organizations that represent them. This service must be provided within a course of at least five credits, in which the curriculum includes discussion of race, class, and the structure of the delivery of legal services in America. So, really, clinical education is not required, though almost all of our students satisfy this requirement through one of our Clinical Law or Legal Theory & Practice courses. And through these courses, more than 25 faculty and 220 students contribute more than 110,000 hours of free legal services to the citizens of Maryland annually.

I think my colleagues would agree that some of the most powerful learning comes by linking theory and practice. And we are delighted that a clinical pedagogy is being highlighted by this report and welcome the dialogue within the academy and the profession that flows from that discussion. But this discussion of pedagogy should be firmly rooted in the premise that we must be

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teaching our students about the critical role they must play in safeguarding justice. The burden that lawyers have to safeguard the “quality of justice” in our country must be rooted in our curriculum, mandated in our syllabi, and echoed throughout the hallways of our institutions. We must all continue to strive to “get it right,” knowing we can all continue to do “better.”

Clinical Instructor Fernando Nuñez talks to students during a clinic session.



## About the Carnegie Report

The Carnegie Foundation for the Advancement of Teaching released a groundbreaking report last year titled *Educating Lawyers: Preparing for the Profession of Law*. In preparing the report, the authors visited 16 North American law schools within a span of two semesters. Their purpose was to observe the “distinctive forms of teaching” that constitute a legal education and how these methods help law students develop essential skills and form a professional identity.

The final report was published in 2007 and has been sparking conversation and debate in legal education circles ever since. “Unfortunately, despite some very fine teaching in law schools, often they fail to complement the focus on skill in legal analyses with effective support for developing ethical and practice skills,” the report says. After acknowledging that legal education changes at a slow and incremental pace, the authors make seven recommendations for improving law school pedagogy:

1. Offer an integrated curriculum.
2. Join “lawyering,” professionalism and legal analysis from the start.
3. Make better use of the second and third year of law school.
4. Support faculty to work across the curriculum.
5. Design the program so that students—and faculty—weave together disparate kinds of knowledge and skill.
6. Recognize a common purpose.
7. Work together, within and across institutions.

The report calls on law schools to offer a dynamic curriculum that balances legal understanding with practical experience. “The dramatic results of the first year of law school’s emphasis on well-honed skills of legal analysis should be matched by similar skill in serving clients and a solid ethical grounding,” the authors say. “If legal education were serious about such a goal, it would require a bolder, more integrated approach.”

# Embracing Cardin and Carnegie: A Special Report

## Juvenile Law Clinic: Agency Accountability, or Who Takes Care of Kids Once They Enter Foster Care?

By Sarah Novak '08

Student attorneys from the Juvenile Law Clinic won a judgment against the Baltimore City Department of Social Services last semester, requiring it to obtain housing and essential services for an 18 year-old Baltimore woman in foster care. The woman, whose mother is deceased and whose father is incarcerated, has been in foster care since she was 14. She has been diagnosed with several mental health disabilities, including ADHD, bipolar disorder, and mild mental retardation. Despite her challenges, she was doing well in school at St. Elizabeth's (a non-public school for students with disabilities) and in treatment at Kennedy Krieger Institute. She was also living happily with a therapeutic foster family in Baltimore County.

Over the summer, however, she became involved with a new boyfriend who wasn't the best influence on her. She began to run away from her foster family to go to her boyfriend's house. Baltimore City Department of Social Services (BCDSS) blamed the foster family for her new behavior and removed her from the home. They placed her with two different families in Baltimore, including an abusive home, before they moved her to a group home in Prince George's County. Through several months of transition, she was out

of school and receiving no medical care or mental health services.

In November 2007, student attorneys from the Juvenile Law Clinic attended a hearing held before a Master in the Baltimore City Juvenile Court. The students argued that BCDSS and the client's caseworker had failed to exercise reasonable care in meeting her needs. They called only one witness—the case worker—and used only the agency's own documents to prove the client's case. On the stand, the caseworker admitted that she had not obtained the medical care recommended by a doctor for the client, despite indicating in her notes that she would do so within a week. She also admitted that she did not know what disabilities the client had or the type of school that was required by her IEP. Finally, the caseworker admitted that she indicated on a safety form that the abusive foster home was unsafe, yet had placed the client in the home anyway.

Despite BCDSS's request for a finding that they had exercised reasonable care for the client and that their custody of her be rescinded, Master Tanner found a failure of reasonable care by BCDSS and the caseworker. Master Tanner gave the department 90 days to obtain appropriate educational and residential placements for the client, as well as to obtain medical and mental health care. While the finding will not magically solve her problems, it reminded BCDSS that it is accountable for the care it provides to all foster children in Baltimore City and that there are advocates who will bring attention to any sub-adequate care they provide for children in need.

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## Embracing Cardin and Carnegie: A Special Report *(cont'd)*

### Immigration Clinic: Fighting Uphill Battles and Making It to the Top

In two recent cases, Maryland Law students working in the Immigration Clinic have successfully argued to allow individuals facing removal to remain in the United States. In the first case, student attorneys represented a Liberian man seeking asylum. The students, Jin Sun Park and Katrin Hussmann, went to trial on the man's behalf last November 9 at the Immigration Court in Baltimore. They arrived at 7 a.m. for an 8 a.m. hearing and did not leave the courthouse until 6 p.m. that evening. As they left the courtroom a guard said he had never seen a case take so long before.

"It was 10 hours of relentless battling," the students said.

The students had appeared in court before, but this was their first trial. The case was complex, and the student attorneys fought bravely against an onslaught from opposing counsel. In the end, no decision was delivered but the Immigration Clinic supervisor, Professor Fernando Nuñez, summed it up well: "No amount of money would have provided [the client] better counsel." The two students filed a post-trial brief in November.

On December 6, the two student attorneys, Professor Nuñez, and their client appeared before the immigration judge to hear the decision. Professor Bowman-Rivas, who manages the Clinic's Law and Social Work Services Program, brought another student, Julia

Thompson, to the hearing in a show of support. Based on the post-trial brief, "copious" submitted evidence—including a psychological assessment by Professor Bowman-Rivas—and the client's testimony, the immigration judge granted the request for asylum.

Thanks to the students and the Clinic supervisor, the client can now live freely in the United States without fear of harm. He can also bring his children from Liberia as derivative asylees.

"It was a long, uphill battle, but we could not be happier with the results," the student attorneys said.

This is only one example of the extraordinary cases Maryland Law's Immigration Clinic handles. Although the semester-long program has only eight students, they have made a great impact in the Baltimore community by helping immigrants who would otherwise have no chance at seeking justice.

#### Averting Deportation

In another case last fall, two Immigration Clinic students represented a permanent resident of the United States who was facing removal from the country because of a criminal conviction from more than a decade ago.

The 40-year-old Jamaican man had immigrated to the United States as

a teenager. Over the course of over two decades, he had established a family here and launched a solid career. When he found himself facing possible deportation based on the old criminal conviction, he turned to the Immigration Clinic for help.

The students determined that their client qualified for relief under section 212(c) of the Immigration and Nationality Act. But they had to build a strong case proving that he merited this relief. After more than two months of diligent research to assemble a compelling case, these two students presented a 212(c) defense for their client at his merits hearing last November and won.

The students prepared such a good case that the hearing was surprisingly brief. The record already held so much persuasive evidence of the client's positive qualities that the case was largely made before the hearing began. Through their efforts, this client will remain in the United States with his grateful children and other family, his friends, and his church community.

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## Environmental Clinic: Keeping Things Flowing

*By Jane F. Barrett, Law School Associate Professor*

Stormwater runoff is one of the leading sources of pollution in the Chesapeake Bay watershed. To address this problem, the Environmental Law Clinic cohosted a summit with the Chesapeake Bay Region Waterkeeper Alliance last fall. The event was an opportunity to discuss stormwater-management and pollution issues and to develop a strategic action plan. The Environmental Clinic currently represents four Water/River Keepers in Maryland.

Student attorneys from the Environmental Law Clinic did an exceptional job preparing for the November 12 event. They pored over data from the Maryland Department of the Environment, organized their most relevant finds, and presenting it effectively at the gathering.

The clients in attendance were impressed by the amount of work the students were able to accomplish in a

short time.

The summit helped to lay the groundwork for a February 29 conference to address stormwater-management issues at construction sites, which are prime contributors the runoff problem.

Also last November, the Environmental Clinic filed a motion to intervene in a state enforcement action in the Kent County Circuit Court. The case involves the environmental issues surrounding the activities of a chemical company in Maryland. The next day the Clinic's student attorneys sent a 60-day notice of intent to sue to the same company.

The matters have yet to be resolved, and more work lies ahead for the students. But getting to the starting gate was itself a challenge given Maryland's constrictive views on citizen participation in state enforcement litigation.



Environmental Law students participate in a beach cleanup on the Chesapeake Bay

## Embracing Cardin and Carnegie: A Special Report *(cont'd)*

### Re-entry of Ex-offenders Clinic: Banning the Box

By Michael Pinard, Professor of Law

The Re-entry of Ex-offenders Clinic triumphed last semester when it persuaded Baltimore officials to stop asking up front whether prospective city employees have a criminal record. By banning the job-application “box” that asks about a criminal history, the Board of Estimates has significantly improved the job prospects of ex-offenders. Professor Michael Pinard and the clinic’s student attorneys worked for months to secure this victory, and their story was reported in the *Baltimore Sun* on December 6, 2007.

As a result of the board’s decision, the question will disappear from employment applications. Instead, the inquiry about an applicant’s criminal record will be moved to the final stage of the hiring process, after the applicant has been found to be qualified for the job. At that point, a criminal conviction will bar employment only if there is a connection between the crime of conviction and the job.

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The effort to “ban the box” in Baltimore began with Re-entry Clinic students and community partners.

In the spring of 2007, four student attorneys, Jacquelyn Rivers, Michael Ter Avest, Jonathan Baker, and Kelley Walsh, extensively researched the jurisdictions that had banned the box or had taken steps to do so. The students then spoke with countless lawyers, city personnel, and community advocates in the jurisdictions about their efforts. Drawing on their research, the students drafted a substantial white paper that laid out the efforts in these jurisdictions and spelled out a set of recommendations for moving forward with the ban in Baltimore.

The students first discussed their efforts with the Mayor’s Personnel Policy Subcommittee and presented their research at a meeting hosted by the Job Opportunities Task Force in May that was held at the law school. More than 100 people attended, including the director of human resources for Baltimore, representatives from the mayor’s office, the president of the Abell Foundation, and the director of the Open Society Institute. The students also appeared on a radio program hosted by Brother Ellsworth Johnson-Bey, who founded the Fraternal Order of X-Offenders, and Tara Andrews, a Maryland Law graduate, to explain the “ban the box” movement.

This victory further illustrates Maryland Law’s commitment to encouraging community collaboration and fostering broad law reform efforts.

## Community Justice Clinic: Creating a Problem-Solving Court

By Lydia Nussbaum '09

Students in the Community Justice Law Clinic at Maryland Law work on a variety of projects to enhance community safety, support victim restitution, and successfully reintegrate offenders into their communities. One exciting new initiative is the creation of a Problem-Solving Court focusing on offenders charged with prostitution and solicitation.

tion and other psychological problems, housing assistance, child care, and job training. Participants on the Steering Committee designing this initiative include the States' Attorney's Office, the Office of the Public Defender, the Hargrove District Court, service providers, the affected communities, former prostitutes, and their advocates. Also participating were the University of Maryland School of Law, the University of Maryland School of Social Work, and the University of Baltimore School of Law. Participants hope that these innovative sentencing options will help reduce recidivism, increase community confidence in the criminal justice system, and improve the accountability of both offenders and service providers.

Community Justice Clinic students have helped with the initiative in many ways. Law students attend meetings of the general Steering Committee, which includes the city-wide stakeholders and partners in the Problem-Solving Court project. Students also research questions brought forward in these meetings and share their findings. Research questions have included: How have other communities implemented Problem-Solving Courts? What are the potential dangers and opportunities Problem-Solving Courts pose for judges, lawyers, clients, and communities compared to the traditional judicial system? When a woman charged with prostitution is released from jail, what are her greatest fears, immediate needs, and concerns?

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Housed in the Hargrove District Court, the Problem-Solving Court would hear cases on a designated day each week. The court's docket would include all prostitution cases arising in the Southern, Southwestern, Southeastern, and Central districts of Baltimore City. Rather than always prosecuting with a goal of sentencing offenders to jail time without services, the State's Attorney's Office for Baltimore City would offer wraparound services as an alternative to jail time.

By partnering with local service providers and government agencies, the Problem-Solving Court could make a variety of services available to offenders, including treatment for drug addic-

## Embracing Cardin and Carnegie: A Special Report *(cont'd)*

### Access to Justice—Bail Clinic: Those Who Can't Afford Bail Sit in Jail

By Doug Colbert, Professor of Law

From a Baltimore Sun Op-Ed published December 17, 2007

After weeks in the judicial trenches trying to keep poor people awaiting trial out of jail, my University of Maryland law students almost always have the same two questions: Why does the state's pretrial justice system incarcerate so many people, typically 30 days and longer, because they can't afford bail? And why does the legal profession seem to care so little about accused indigents denied a lawyer at the initial bail stage, given its respect for the 1963 *Gideon v. Wainwright* ruling, where the nation's highest court declared the right to counsel fundamental for ensuring equal justice?

Clinic students know from their experience in our nine-year-old bail-reform project that something is terribly wrong with Maryland's pretrial system. They realize no public defender is present when the accused first appears before a commissioner and at most judges' bail review hearings. They witness rulings affecting suspects' freedom without judicial officers' having verified information about the individuals' family and community ties. They are shocked to see commissioner hearings closed to the public or conducted in jail.

Student attorneys represented 45 people who had spent two to three weeks in custody. They believed that many should never have been jailed. Take the African-American, college-bound high school senior arrested for drug possession. The 18 year-old had built a good academic record until missing 11 school days in a row after being jailed following her arrest. The student attorney invited the girl's mother to court to explain

why she could not afford the \$7,500 bail (or \$750 nonrefundable bondsman fee). The judge reduced bail to an affordable amount, and she resumed classes.

Or the 30 year-old man, also African-American, arrested for marijuana possession, who could not afford \$2,500 bail. He had worked at a fast-food restaurant the past five years and despite prior arrests had no previous convictions. His attorney persuaded the employer to send a co-worker to court, along with a letter praising the defendant's sense of responsibility. With this added reliable information, this judge opted for supervision, and the defendant returned to work.

Then there was the relatively rare white detainee, a second-year college student charged with cocaine possession. She was on probation on her only conviction and could not afford the relatively modest \$5,000 bond. Her attorney persuaded the judge to release her to a treatment program.

And how to explain my student's shock when a commissioner set \$125,000 bail on a charge of rolling a single marijuana joint? True, the defendant had a prior gun conviction, but the reviewing judge reduced bail to \$2,500, which was still unaffordable. The defendant remained in custody 13 days until his attorney verified he had family and a place to live. These are the untold stories in today's criminal justice system, the ones rarely reported in the media's focus on violent crime.



By semester's end, my students' advocacy resulted in pretrial release for two-thirds of their clients. Most had prior nonviolent convictions and bench warrants. Yet judges listened when the lawyers provided reliable background information. They considered supervised options. Indeed, judges approved drug treatment programs for about half of our 30 released clients.

Is it necessary to keep people jailed for relatively minor crimes because they lack money? Or to insist that families pay a bondsmen's nonrefundable fee to regain a loved one's freedom? No.

A far better alternative exists—but it requires political courage and leadership. Our elected officials must invest in pretrial investigators and supervision. When judicial officers receive full information, they can decide eligibility for supervision. Investing in job, education, substance abuse, and health care counseling for the nonviolent accused is

a much better use of public funds than incarceration. The Maryland Bar also must fulfill its ethical code and “special responsibility to justice.”

Lawyers must speak forcefully to realize Gideon's promise of representation for all, beginning when an accused person first appears before a judicial officer. The bar knows a lawyer makes a huge difference. It must support the cost-saving measure of funding public defenders.

Before courts recess and move to a modified holiday schedule, Maryland's administrative judges should direct defenders and prosecutors to review bail conditions of each detainee charged with a nonviolent offense and determine whether pretrial release is warranted.



Students from the Maryland Katrina and Indigent Defense Project discuss bail issues for a radio broadcast.

## Announcements



### Longtime Clinician Receives AALS Public Interest Award

The Association of American Law Schools' Section on Pro Bono and Public Service Opportunities has presented Professor Michael Millemann with its 2008 Father Robert Drinan Award. In conveying the award, the AALS commended Professor Millemann for his leadership in "inculcating the pro bono ethic in law students and attorney volunteers" and for his deep commitment to public service.

The award was created in 2001 and is given annually to honor a professional faculty or staff member at a law school who has advanced the ethic of pro bono service through personal service, program design, or management. Professor Millemann, who is the Jacob A. France Professor of Public Interest Law at Maryland Law, received the accolade on January 4 at the AALS annual meeting in New York.




Professor Michael Millemann

"I deeply appreciate the award, but I accept it on behalf of the many people who were partners in developing the projects, clinics, and courses that the award recognizes, and on behalf of the law school, which provides extraordinary support to me and for these initiatives," Professor Millemann said.

Spanning almost 40 years, Professor Millemann's work has encompassed clinical legal education, law-reform efforts across Maryland, and assistance to advocates of law and to moderate-income people and communities, aimed at increasing the quality of their legal representation. At the law school, he was a leader in establishing the nationally recognized Clinical Law Program, and helped develop the Cardin Requirement, which calls on every full-time student to provide free legal services to the disadvantaged as a condition of graduation. Professor Millemann continues to teach several clinical courses each year.

He began his career as a legal services attorney, serving as a Reginald Heber Smith Fellow in the Maryland Legal Aid Bureau from 1969 to 1971. For the next two years he was chief attorney in Legal Aid East, Baltimore City and supervisor of the law school's Legal Aid Clinic. During this time, Professor Millemann founded the Legal Aid Bureau's Prisoner Assistance Project and worked as a staff attorney for the National Prison Project. He became a full-time member of the law school's faculty in 1974.



## Mediation Clinician Honored with New Award

Roger Wolf, director of the Center for Dispute Resolution at the University of Maryland School of Law (C-DRUM) has been named the inaugural recipient of the Chief Judge Robert M. Bell Award for Outstanding Contribution to Alternative Dispute Resolution in Maryland.

The award was created to honor the vision and accomplishments of Chief Judge Bell in promoting the use of Alternative Dispute Resolution (ADR) programs and activities in the Maryland judiciary, schools, government and communities.

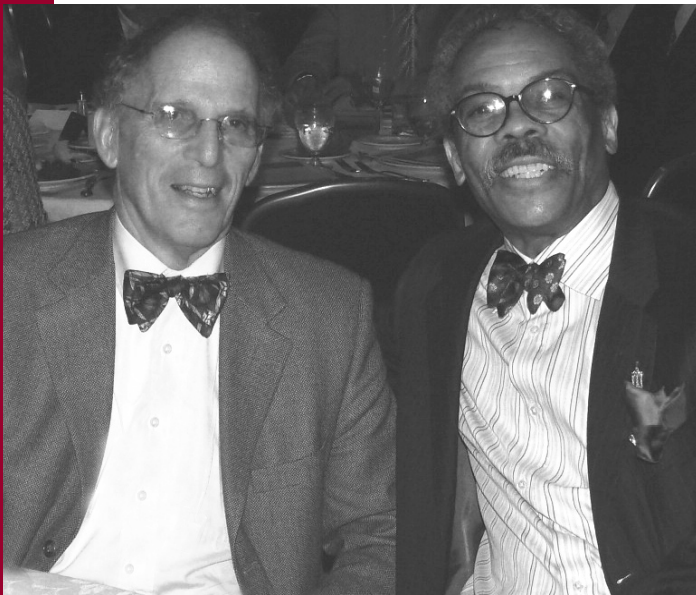
“Your leadership and dedication is well recognized by the ADR community and transcends beyond Maryland,” wrote Marc Baer, Chair of the Award Nomination Committee. “Your influence has touched countless numbers of judges, lawyers, law students, ADR practice groups, organizations, and people in conflict.”

Professor Wolf served in the U.S. Peace Corps in Tunisia from 1962 to 1964. In 1967 he started the National Clearinghouse for Legal Services. Profes-

sor Wolf was a Reginald Heber Smith Fellow with the Washington, D.C., Neighborhood Legal Services Program from 1968 to 1970.

He was director of the Columbus Community Legal Services and director of the Clinical Law Program at Catholic University from 1970 to 1973, and taught at the law school until 1978. He has been teaching at the University of Maryland School of Law since 1982, and is the past director of the school’s Clinical Law Program. He currently directs the Mediation Clinic and teaches courses in dispute resolution.

Professor Wolf was the reporter for the Special Committee on Alternative Dispute Resolution of the Maryland State Bar Association, is past chair of the Section for Dispute Resolution of the State Bar and the Baltimore City Bar, was appointed by Chief Judge Robert Bell of the Court of Appeals to the Maryland ADR Commission, and is chair of the Professional Responsibility Committee of the Maryland Mediation and Conflict Resolution Office (MACRO) and a member of its executive committee. Professor Wolf has extensive mediation experience as both a trainer and mediator. In 2004, he received the Leadership in Law Award from *The Daily Record*.



Professor Roger Wolf and Judge Bell



## Announcements *(cont'd)*

### Students Recognized for Assistance in Gulf Coast Restoration

Since Hurricane Katrina devastated New Orleans and the Mississippi Gulf Coast in August 2005, University of Maryland School of Law students have traveled to the region repeatedly, working to rebuild homes and provide volunteer legal services.

On February 5, the students of the Maryland Katrina and Indigent Defense Project and Professor Doug Colbert were recognized for their efforts with the University of Maryland, Baltimore's annual Dr. Martin Luther King Jr. Diversity Recognition Award for achievements by a student group. The recipients serve as a model for the entire campus of the personal and professional commitment to the ideals epitomized by the life and work of Dr. King.

The January 2008 trip was the fifth time students from the law school had traveled to the region. Working in Biloxi, MS, and New Orleans, LA, 77 Maryland Law students offered essential relief services that ran the gamut from courtroom representation to home restoration. The students were accompanied by Professor Doug Colbert and Maryland Law alumni James K. Archibald, of Venable, and Matthew G. Hjortsberg, of Bowie & Jensen.

Students in Biloxi worked for the Mississippi Center for Justice and the Catholic Diocese. In one instance,

they helped a disabled man living in a FEMA trailer that, in addition to having mold and formaldehyde problems, was not handicap accessible. The students helped him apply for a new trailer that would conform to the requirements of the Americans with Disabilities Act, and they put his form at the top of the pile. "You have given me hope that things will get better," the man said.

Other students in Biloxi worked directly with homeowners to help rebuild their homes. The Catholic Diocese provided furnishings, and the students provided elbow grease and muscle, cleaning up one woman's storm-ravaged home and bringing in donated furniture. The students said that receiving the woman's gratitude was the most rewarding part of the undertaking. Standing in front of her newly restored house, the woman said, "I will never forget the students from Maryland Law."

In New Orleans, students helped at Public Defender offices in Baton Rouge and Orleans Parish, working to clear an overwhelming backlog of pending cases. One public defender was struggling with more than 850 unsettled matters. The students went to the local prison and interviewed dozens of inmates,

many of whom had been waiting months to speak with a lawyer for the first time. Most of the inmates had been incarcerated after failing to make bail for minor crimes. With the judge's permission, the students then argued for bail reductions in court and succeeding in having many of the clients released pending trial.

Nationally, more than 3,200 law students have volunteered to help with the recovery from the devastation of Hurricane Katrina. Maryland Law has been at the forefront of this effort, sending more than 150 students since the storm occurred.

"There is a legacy now," said Dean Karen H. Rothenberg, "and I can't begin to express how proud we are."

The students said their experiences had taught them about humanity and made them appreciate the value of serving people in need. Many hope to sustain that spirit of service back in Maryland. "I hope that going forward, we can continue to make a difference not just in the Gulf Coast, but in Baltimore," said Alicia H. Welch '08, the coordinator of the project.

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## Environmental Clinic Professor Named Top Washington Lawyer

The *Washingtonian* has named Maryland Law Professor Jane F. Barrett one of Washington, D.C.'s top 800 lawyers. The magazine describes the profiled attorneys as the "big guns" of the D.C. legal community—the top 1 percent of 28 legal specialties. Professor Barrett earned a place on the list, published in November 2007, for her superb skills in the environmental law arena. A Maryland alum, Professor Barrett returned to the law school in 2007 and serves as the director of the Environmental Law Clinic.



She and her students are actively involved in identifying and bringing enforcement actions, reviewing and commenting on discharge permits throughout the state, and providing citizen-training programs on storm-water construction to address the ongoing deterioration of the Chesapeake Bay.

Before joining the faculty, Professor Barrett was a partner at Blank Rome LLP, where she continues in an Of Counsel role. She litigated complex criminal and civil environmental cases, conducted many corporate internal investigations, and advised clients about implementing corporate-compliance programs and using audits and federal and state environmental self-disclosure programs effectively. Her recognition as a stellar attorney is well deserved, and the law school community benefits greatly from her leadership. Congratulations!

## Maryland Professor Takes the Helm at CLEA

At the Annual Meeting of the Association of American Law Schools in January 2008, Maryland Professor Michael Pinard took the helm as president of CLEA, the Clinical Legal Education Association. Professor Pinard's commitment to and involvement in the shape of clinical education on a broad scale is extensive and will serve him well in his new role: he is on the Board of Editors of the *Clinical Law Review*, is co-chair of the Clinical Scholarship Committee, is a past chair of the Nominations Committee for the AALS Section on Clinical Education Executive Committee, and is a past co-chair of the AALS Section on Litigation.

As director of the Re-entry of Ex-offenders Clinic, Professor Pinard and his students explore the important and complex criminal justice and community challenges that await ex-offenders returning to their communities. Professor Pinard serves on the executive committee of the Public Justice Center (Baltimore), the board of directors of the Jobs Opportunities Task Force (Baltimore), and the advisory committee of the Maryland Reentry Partnership (Baltimore).

He is the immediate past chair of the Maryland State Bar Association's Legal Education and Bar Admission's Committee. Congratulations to Michael on this exciting new position!



## SAVE THE DATE! University of Maryland To Host Best Practices Conference in Spring 2009

On March 6 and 7, 2009, the University of Maryland School of Law will celebrate the 35th anniversary of its Clinical Law Program by hosting a national conference on Best Practices in Clinical Legal Education. The conference will convene educators to explore and summarize the best practices discussions taking place all over the country and in the academy in response to the recently published Carnegie Report *Educating Lawyers*, and *Best Practices for Legal Education* by Roy Stuckey. The conference will explore programs that are implementing the reports' recommendations. **Save the date so you can be sure to take part in this important discussion!**



## Publications & Presentations

### Fall 2007



#### Brenda Bratton Blom

“MLSC Milestones: Maryland Legal Services and Clinics” Panelist, “Maryland Legal Services Corporation 25th Anniversary Symposium: Recognizing Twenty-Five Years of Accomplishments and Setting an Agenda for the Future.” *The University of Maryland Law Journal of Race, Religion, Gender and Class*, University of Maryland School of Law (October 11, 2007)

“Bellow Scholar Workshop” invitation only workshop, University of Maryland School of Law, sponsored by the AALS Clinical Section Lawyering in the Public Interest (Bellow Scholar) Committee, and Harvard Law School’s Bellow-Sacks Access to Civil Legal Services Project, University of Maryland School of Law, Baltimore, Maryland (September 27-28, 2007)

Panelist, “Clinics and the Community,” University of Tennessee’s 60th Anniversary of Clinical Education, Looking Forward: The Next 60 Years of Clinical Legal Education, Knoxville, Tennessee (September 14-15, 2007)

“The Total Package: Utilizing Public Service to Bring Legal Practice into the Doctrinal Classroom: The Maryland Experience,” Panelist, Pro Bono Section of the Association of American Law Schools, New York, New York (January 2-6, 2008)

“Conversations on ‘Community Lawyering’: the Newest (Oldest) Wave in Clinical Education,” with Susan Brooks, Nancy Cook and Karen Tokarz, presented paper at November 2007 event, paper to be published in the *Washington University Journal of Law and Policy* (Fall 2008)

#### Patricia Campbell

“Intellectual Property Rights and Protection Against Counterfeiting,” Symposium on Avoiding, Detecting and Preventing Counterfeit Electronic Parts, hosted by the Center for Advanced Life Cycle Engineering, Clark School of Engineering, University of Maryland, College Park, Maryland (November 7, 2007)

#### Doug Colbert

Panelist, “Prosecutorial Discretion: Jena 6, A Case Study on Prosecutorial Powers,” sponsored by Maryland BLSA and SBA, University of Maryland School of Law, Baltimore, Maryland (October 25, 2007)

Panelist, “Fourth Annual Wiley A. Branton/Howard Law Journal Symposium,” Katrina and the Rule of Law in the Time of Crisis, Washington, D.C. (October 26, 2007)

#### Renée Hutchins

“Tied Up in Knots?” GPS and the Fourth Amendment, 55 *UCLA Law Review* 1 (2007)

#### Sherrilyn Ifill

“Looking to the Future of Federal Civil Rights Enforcement,” moderator, Commemoration of the 50th Anniversary of the Civil Rights Division, U.S. Department of Justice, Georgetown University Law Center, Washington, D.C. (September 29, 2007)

“Race & Lynching,” History & Theory of Non-Violence Class, The Maret School, Washington, D.C. (September 24, 2007)

“Lynching and Reconciliation,” keynote speaker, The MAAFA Commemoration, St. Paul Community Baptist Church, Brooklyn, New York (September 18, 2007)

#### Susan Leviton

“Hot Topics in Special Education Law,” National Association of Private Special Education Centers, Leadership Conference, Hawk’s Cay Resort, Duck Key, Florida (January 24, 2008)

“You May Be Disabled But Not Eligible for Special Education Services,” Maryland Regional Council of Child & Adolescent Psychiatrists, Radisson Cross Keys, Baltimore, Maryland (January 16, 2008)

#### Michael Pinard

Panelist, “The Future of Clinics and the Law School Curricula,” University of Tennessee College of Law Legal Clinic, 60th Anniversary Celebration and Symposium, Knoxville, Tennessee (September 15, 2007)



Panelist, “Reducing the Prison Pipeline,” Justice for All Institute, National Press Club, Washington, D.C. (November 19, 2007)

Panelist, “Mass Incarceration as the New ‘Jim Crow,’” Kirwan Institute for the Study of Race and Ethnicity, Ohio State University, Columbus, Ohio (December 1, 2007)

### **Rena Steinzor**

“Rescuing Science from Politics,” Oxford Marine Laboratory, Oxford, Maryland (October 25, 2007)

Speaker, The National Academies Committees on Science, Engineering, and Public Policy and on Ensuring the Utility and Integrity of Research Data, Washington, D.C. (December 10, 2007)

“The Use and Misuse of Science in Decision-Making,” National Academy of Sciences Roundtable on Environmental Health Sciences, Research, and Medicine, Washington, D.C. (January 15, 2008)

### **Ellen Weber**

“Drug Addiction in Today’s Baltimore,” Baltimore City House and Senate Delegation, Baltimore, Maryland (October 16, 2007)

### ***Community Justice Clinic Continued from p. 7***

The information the Clinic students gathered helps the Steering Committee adapt its pilot program to the needs of the offenders, victims, and communities of Baltimore City.

Students also work directly with particular interest groups involved in the initiative to better understand the competing views and methodologies each brings to the table. Students forge a relationship with the State’s Attorney’s Office by working as Rule 16 student attorneys in the general citation court, and will participate in the Prostitution Problem Solving Court when it begins.

Seeing firsthand how the legal process works—and why it works the way it does—helps students understand where the system needs reform and where it needs safeguarding. Students also work closely with community organizers to understand how a quality-of-life crime like prostitution affects an entire neighborhood, thereby creating a category of victims who have no claim to a legal remedy. Student participation in this Problem-Solving Court initiative gives students a multidimensional look at community justice through court reform.



Summer Clinic student Katrin Hussmann gives a presentation on immigration law to student attorneys.

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Comments and Letters should be forwarded to the attention of the Managing Director.

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